



US Navy Civil Engineer Corps Collegiate Corner



December 2016

Happy Holidays!

From the Summer Olympics to the Presidential election and the Cubs winning the World Series, 2016 has certainly been a memorable year. Congratulations for the completion of another school semester. Hopefully, this fall has been successful and rewarding. With new knowledge gained, you are one step closer to your future in the Navy. And now it is the season to spend time with loved ones, reflect on the year's accomplishments and short-falls, and set goals for the new year.

All of us on the CEC Accessions Team stand by to address any questions or comments you may have along the way. We look forward to you joining the ranks!

- CEC Accessions Team

LEADERSHIP TRAITS

Previously, you learned about the Marine Corps leadership traits and the qualities all leaders should embody and aspire to. Now, you will expand your knowledge to the Principles of Naval Leadership. I challenge you to take what you are learning and apply it to your leadership roles in your project assignments, student organizations, and community connections.

Seek responsibility and take responsibility for your actions.

- Learn the duties of your immediate senior, and be prepared to accept the responsibilities of these duties.
- Seek a variety of leadership positions that will give you experience in accepting responsibility in different fields.
- Take every opportunity that offers increased responsibility.
- Perform every task, no matter whether it be top secret or seemingly trivial, to the best of your ability.
- Stand up for what you think is right. Have courage in your convictions.
- Carefully evaluate a subordinate's failure before taking action against that subordinate.
- In the absence of orders, take the initiative to perform the actions you believe your senior would direct you to perform if present

SMART GOAL-SETTING

After the ball drops welcoming in the New Year, many people set resolutions for the next twelve months. However, reports have shown that the majority of resolutions fail due to being ill-defined or unrealistic. In order to increase your likelihood of succeeding at meeting goals or resolutions, remember the SMART technique of goal-setting.



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Specific

Goals must call for specific actions, behaviors, or events to be successfully met. The desired results within each goal statement should be identified in the proactive voice. For example, "I will increase my savings deposits by \$50 per week in order to fund my summer trip to Europe." Goals should contain no more than two sentences and should establish what, where and why.

Measurable

Goals must be measurable to assure success. When setting goals, it is important to describe how each result will be measured. In the example, clear steps and timelines were established which involved increasing deposits by an established amount. Measurable tracking points were set by establishing a weekly timeline. If goals are not measurable, individuals cannot track their progress. Goals should always answer the question, "How can I measure my success?"

Achievable

Goals must be achievable. In a savings-related goal like the example, a person must ask himself/herself whether the goal is achievable given current resources. When creating a goal, ask yourself whether you have the skills, tools and resources needed to achieve the goal.

Realistic

In order to maintain motivation and avoid frustration, goals must also be realistic. In the example goal, if an individual could not afford to save the \$50 dollars a week, then he/she would face hardship and would not reach the goal by summer. Goals should be challenging but not set beyond natural abilities. Setting realistic goals involves asking, "Is this possible?"

Timely

Successful goal setting must set forth measurable points for starting, ending, review and assessment. In the example, there were weekly period goals with an overall end goal of summer. Open-ended goals often fail because individuals have not have set dates to review, measure and revise.

75TH COMMEMORATION OF THE ATTACK ON PEARL HARBOR

According to Naval History and Heritage Command, the road to war between Japan and the United States began in the 1930s when differences over China drove the two nations apart. In 1931 Japan conquered Manchuria, which until then had been part of China. In 1937 Japan began a



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long and ultimately unsuccessful campaign to conquer the rest of China. In 1940, the Japanese government allied their country with Nazi Germany in the Axis Alliance and, in the following year, occupied all of Indochina.

The United States, which had important political and economic interests in East Asia, was alarmed by these Japanese moves. The U.S. increased military and financial aid to China, embarked on a program of strengthening its military power in the Pacific, and cut off the shipment of oil and other raw materials to Japan.

Because Japan was poor in natural resources, its government viewed these steps, especially the embargo on oil as a threat to the nation's survival. Japan's leaders responded by resolving to seize the resource-rich territories of Southeast Asia, even though that move would certainly result in war with the United States.

The problem with the plan was the danger posed by the U.S. Pacific Fleet based at Pearl Harbor. Admiral Isoroku Yamamoto, commander of the Japanese fleet, devised a plan to immobilize the U.S. fleet at the outset of the war with a surprise attack.

The key elements in Yamamoto's plans were meticulous preparation, the achievement of surprise, and the use of aircraft carriers and naval aviation on an unprecedented scale. In the spring of 1941, Japanese carrier pilots began training in the special tactics called for by the Pearl Harbor attack plan.

In October 1941 the naval general staff gave final approval to Yamamoto's plan, which called for the formation of an attack force commanded by Vice Admiral Chuichi Nagumo. It centered around six heavy aircraft carriers accompanied by 24 supporting vessels. A separate group of submarines was to sink any American warships which escaped the Japanese carrier force.

Nagumo's fleet assembled in the remote anchorage of Takan Bay in the Kurile Islands and departed in strictest secrecy for Hawaii on 26 November 1941. The ships' route crossed the North Pacific and avoided normal shipping lanes. At dawn 7 December 1941, the Japanese task force had approached undetected to a point slightly more than 200 miles north of Oahu. At this time the U.S. carriers were not at Pearl Harbor. On 28 November, Admiral Kimmel sent USS *Enterprise* under Rear Admiral William Halsey to deliver Marine Corps fighter planes to Wake Island. On 4 December *Enterprise* delivered the aircraft and on December 7 the task force was on its way back to Pearl Harbor. On 5 December, Admiral Kimmel sent the USS *Lexington* with a task force under Rear Admiral Newton to deliver 25 scout bombers to Midway Island. The last Pacific carrier, USS *Saratoga*, had left Pearl Harbor for upkeep and repairs on the West Coast.

At 6:00 a.m. on 7 December, the six Japanese carriers launched a first wave of 181 planes composed of torpedo bombers, dive bombers, horizontal bombers and fighters. Even as they winged south, some elements of U.S. forces on Oahu realized there was something different about this Sunday morning.



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In the hours before dawn, U.S. Navy vessels spotted an unidentified submarine periscope near the entrance to Pearl Harbor. It was attacked and reported sunk by the destroyer USS *Ward* (DD-139) and a patrol plane. At 7:00 a.m., an alert operator of an Army radar station at Opana spotted the approaching first wave of the attack force. The officers to whom those reports were relayed did not consider them significant enough to take action. The report of the submarine sinking was handled routinely, and the radar sighting was passed off as an approaching group of American planes due to arrive that morning.

The Japanese aircrews achieved complete surprise when they hit American ships and military installations on Oahu shortly before 8:00 a.m. They attacked military airfields at the same time they hit the fleet anchored in Pearl Harbor. The Navy air bases at Ford Island and Kaneohe Bay, the Marine airfield at Ewa and the Army Air Corps fields at Bellows, Wheeler and Hickam were all bombed and strafed as other elements of the attacking force began their assaults on the ships moored in Pearl Harbor. The purpose of the simultaneous attacks was to destroy the American planes before they could rise to intercept the Japanese.



Of the more than 90 ships at anchor in Pearl Harbor, the primary targets were the eight battleships anchored there. Seven were moored on Battleship Row along the southeast shore of Ford Island while the USS *Pennsylvania* (BB-38) lay in dry dock across the channel. Within the first minutes of the attack all the battleships adjacent to Ford Island had taken bomb and or torpedo hits. The USS *West Virginia* (BB-48) sank quickly. The USS *Oklahoma* (BB-37) turned turtle and sank. At about 8:10 a.m., the USS *Arizona* (BB-39) was mortally wounded by an armor piercing bomb which ignited the ship's forward ammunition magazine. The resulting explosion and fire killed 1,177 crewmen, the greatest loss of life on any ship that day and about half the total number of Americans killed. The USS *California* (BB-44), USS *Maryland* (BB-46), USS *Tennessee* (BB-43) and USS *Nevada* (BB-36) also suffered varying degrees of damage in the first half hour of the raid.



There was a short lull in the fury of the attack at about 8:30 a.m. At that time the USS *Nevada* (BB-36), despite her wounds, managed to get underway and move down the channel toward the open sea. Before she could clear the harbor, a second wave of 170 Japanese planes, launched 30 minutes after the first, appeared over the harbor. They concentrated their attacks on the moving battleship, hoping to sink her in the channel and block the narrow entrance to

Pearl Harbor. On orders from the harbor control tower, the USS *Nevada* (BB-36) beached herself at Hospital Point and the channel remained clear.



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When the attack ended shortly before 10:00 a.m., less than two hours after it began, the American forces had paid a fearful price. Twenty-one ships of the U.S. Pacific Fleet were sunk or damaged. Aircraft losses were 188 destroyed and 159 damaged, the majority hit before they had a chance to take off. American dead numbered 2,403. That figure included 68 civilians, most of them killed by improperly fused anti-aircraft shells landing in Honolulu. There were 1,178 military and civilian wounded.



Japanese losses were comparatively light. Twenty-nine planes, less than 10 percent of the attacking force, failed to return to their carriers.

The Japanese success was overwhelming, but it was not complete. They failed to damage any American aircraft carriers, which by a stroke of luck, had been absent from the harbor. They neglected to damage the shoreside facilities at the Pearl Harbor Naval Base, which played an important role in the Allied victory in World War II. American technological skill raised and repaired all but three of the ships sunk or damaged at Pearl Harbor (the

USS *Arizona* (BB-39) considered too badly damaged to be salvaged, the USS *Oklahoma* (BB-37) raised and considered too old to be worth repairing, and the obsolete USS *Utah* (AG-16) considered not worth the effort. Most importantly, the shock and anger caused by the surprise attack on Pearl Harbor united a divided nation and was translated into a wholehearted commitment to victory in World War II.

POST 9/11 GI BILL

The Post- 9/11 GI Bill is an education benefit program for individuals who served on active duty after September 10, 2001.

Am I Eligible?

You may be eligible if you served at least 90 aggregate days on active duty* after September 10, 2001, or were honorably discharged from active duty for a service-connected disability after serving 30 continuous days following September 10, 2001.

What will I receive?

You may receive a percentage of the following payments (see chart).

- A Tuition and Fee payment that is paid to your school on your behalf
- A Monthly Housing Allowance (MHA) that is equal to:



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- the basic allowance for housing (BAH) payable for the zip code of your school to a military E-5 with dependents for students pursuing resident training
- one-half the BAH national average for students training solely by distance learning
- the national average BAH for students pursuing training at foreign schools

- A Books and Supplies Stipend of up to \$1000 per year

Individuals serving an aggregate period of active duty after September 10, 2001, of:	Percentage of Maximum Benefits Payable
At least 36 months	100%
At least 30 continuous days and discharged due to service-connected disability	100%
At least 30 months < 36 months	90%
At least 24 months < 30 months	80%
At least 18 months < 24 months	70%
At least 12 months < 18 months	60%
At least 6 months < 12 months	50%
At least 90 days < 6 months	40%

How many months of assistance can I receive and how long am I eligible?

Generally, you may receive up to 36 months of entitlement under the Post-9/11 GI Bill. You will be eligible for benefits for 15 years from your last period of active duty of at least 90 consecutive days.

What kind of training can I take?

You can use the Post-9/11 GI Bill at colleges, universities, trade schools, and for on-the-job training, apprenticeships, and flight schools. To see what programs are currently approved for VA benefits, go to the website, <http://www.benefits.va.gov/gibill/>. You can use the Post-9/11 GI Bill for tutorial assistance, licensing (attorney license, cosmetology license, etc.) and certification tests (SAT, LSAT, etc.)

Can I transfer my entitlement to my dependents?

You must be a member of the uniformed services to transfer your unused benefits to your spouse or dependent(s). Generally, you must agree to serve four more years when transferring benefits.

What is the Yellow Ribbon Program?

The Post-9/11 GI Bill can cover all in-state tuition and fees at public degree granting schools, but may not cover all private degree granting schools and out-of-state tuition. The Yellow Ribbon Program provides additional support in those situations. Institutions voluntarily enter into an agreement with VA to fund uncovered charges. VA matches each dollar of unmet charges the institution agrees to contribute, up to the total cost of the tuition and fees.



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ACCESSIONS TEAM CONTACT INFORMATION

North Accessions

LT Pete Deiuliis

peter.j.deiuliis@navy.mil

(847) 971-0344

South-East Accessions

LT Kristina Allen

kristina.allen@navy.mil

(757) 572-5855

West Accessions

LT Bong Lee

yi.lee@navy.mil

(619) 778-7952

Deputy Accessions

LT William Fletcher

william.fletcher2@navy.mil

(901) 874-3397

Officer Community Manager

LCDR Kent Simodynes

kent.simodynes@navy.mil

(901) 874-4034